



## ART POLICY

### AIMS AND OBJECTIVES

We have taken influences from the National Scheme of Work for Art and Design Curriculum to provide a programme of study which stimulates creativity and imagination. The high-quality art and design education the children will receive should engage, inspire and challenge pupils. The curriculum will equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design through the use of colour, texture, form, pattern and different materials and processes. They will learn to make informed judgements, and aesthetic and practical decisions. As pupils progress, they will be provided with opportunities to think critically and develop a more rigorous understanding of art and design. They will reflect on how art and design has, and continues to, shape our history, contributing to the culture, creativity and wealth of our nation through the work of artists, architects and designers.

The objectives of art and design are:

- to enable children to record from first-hand experience and from imagination, and to review and select their own ideas to use in their work, at key stage two this will be developed in sketchbooks
- to develop creativity and imagination through a range of complex activities
- to improve the children's ability to control materials, tools and techniques in using colour, pattern, texture, line, shape, form and space in the areas; drawing, printing, painting, textiles and sculpture
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures
- to develop increasing confidence and mastery in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craft makers/architects and designers

### TEACHING AND LEARNING STYLE

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, where outcomes are differentiated by ability ;

- Providing challenges in different mediums, where support may be necessary or where pupils will feel confident to attempt work independently.

## **ART AND DESIGN CURRICULUM PLANNING**

Art and design is a foundation subject in the National Curriculum. At our School we use the National Scheme of Work as the basis for our curriculum planning in art and design. Art in our school is not taught as part of a cross-curricular topic. Art is taught as a timetabled subject and therefore is given more time and importance.

We carry out the curriculum planning in art and design in two phases: long-term and medium-term. Our long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. They list the specific learning objectives and evaluation. The subject leader is responsible for keeping and reviewing these plans.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **THE FOUNDATION STAGE**

We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **CONTRIBUTION OF ART AND DESIGN TO TEACHING IN OTHER CURRICULUM AREAS**

### **Mathematics**

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Geography/History**

Art and design contributes to the children's topic understanding by giving opportunities to study art and design from different countries, and our own, and art history in our country and beyond.

### **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

## ICT

Art and Design in ICT is taught in specific IT lessons. Information and Communication Technology enhances our teaching of art and design, wherever appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas, such as researching artists, craft makers/architects or designers

## ART AND DESIGN AND INCLUSION

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

## ASSESSMENT FOR LEARNING

We assess the children's work in art and design while observing them working during lessons. Teachers evaluate their plans at the end of the lesson. This information is used to inform future planning.

It also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

## RESOURCES

We have a wide range of resources to support the teaching of art and design across the school. Resources for Early Years are kept in their classroom. Primary children's resources are kept in the Art/DT studio, which Nursery pupils also have access to.

## MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the Principal. Each art teacher plans and assesses the work of their taught year groups.

This policy will be reviewed yearly.

<b>Principal:</b>	Mrs Sharpe	<b>Date:</b>	November 2019
<b>Subject Leader</b>	Mrs Skelton	<b>Date:</b>	November 2019

**REVIEW DATE: September 2021**